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ABSTRACT

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and hard-core unemployed youth. The objectives of this reading curriculum are to develop skills of retarded readers, further develop skills of adequate readers, and develop an appreciation for reading. Instructional units which are taught on an individual basis in an innovative atmosphere, cover: (1) diagnosis of reading difficulty, (2) improvement of work recognition and analysis, (3) improvement of comprehension and interpretation, (4) improvement of reading rate, and (5) development of attitudes and interests. Also included in the description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

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READING

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

READING

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U.S. DEPARTMENT OF HEALTH, EDUCATION
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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and foods), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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STATEMENT OF OBJECTIVES

The objectives of this course are:

1. To develop the skills of retarded readers so that they can function adequately both on and off the job.

2. To develop even further the skills of the already adequate reader.

3. To provide an opportunity for, and to stimulate an interest in, reading as a worthwhile recreational activity.

OBJECTIVE 1

To develop the skills of retarded readers so that they can function adequately both on and off the job.

A student achieving this objective will:

1. Be able to read at a rate which will enable him to cover efficiently trade-related and general materials.

2. Develop his vocabulary to a point at which he can function effectively in interpreting trade-related and general materials.

3. Increase his comprehension of trade-related and general materials so that he can determine main and supporting ideas, note details, develop concentration, etc.

OBJECTIVE 2

To develop even further the skills of the already adequate reader.

A student achieving this objective will:

1. Be able to read different types of material at different rates so that he can apply whatever rate is most suitable for the material at hand.

2. Develop his vocabulary to the point where he is able to read and understand a wide range of materials, both technical and general.

3. Increase his comprehension so that he can understand inference, evaluate information for critical reaction, develop his abilities to use various types of resource materials, etc.

OBJECTIVE 3

To provide an opportunity for, and to stimulate an interest in, reading as a worthwhile recreational activity.

A student achieving this objective will:

1. Have had an opportunity to become acquainted with a wide variety of reading material, both fiction and non-fiction, technical and general.

2. Have been encouraged, both directly and by example, to regard reading as a worthwhile and useful skill for gaining information and for recreation.

ATTAINMENT OF OBJECTIVES

An effort is made, initially, to establish rapport with the pupil. He is introduced to the materials and equipment employed in the Reading Center, and their functions are explained to him in a general way. He is encouraged to select a free book for leisure reading and is given a paper backed dictionary which he may keep as his own. He is introduced to other pupils enrolled in the program. In short, he is made to feel welcome and at ease.

An effort is made, secondly, to understand the pupil's needs, abilities, and interests. Information which serves this purpose is sought from his counselor, cumulative school records, and through conversation with the pupil. His reading difficulties are diagnosed through the use of both standardized and informal tests. Standardized tests include Gray's Oral Paragraphs, Gates Reading Survey, and the Peabody Picture Vocabulary Test. Informal testing consists of listening to the pupil read in material which he is using in his classes and recording his error patterns.

Customarily, selection of pupils for remedial reading classes has been made on the basis of reading scores in relation to intelligence. Many reading centers establish an IQ cut-off score for selection. Some require IQ scores of at least 100 before accepting students for remedial help. The WOC Reading Center utilizes a different concept in determining prognosis. The basic factor considered is word retention, both short and relatively long-term. All the factors involved in reading - speed, vocabulary, and comprehension - rest upon word recognition. If a pupil is able to see the word, recognize the word, and "record" the word in his brain,

then he can begin to develop as a reader and has a chance of overcoming his disability.

The WOC Reading Center checks retention by the following method:

1. The student is given some material on or slightly above his current level. He is asked to read aloud a selected passage. He reads until approximately ten words are missed.
2. The words are noted and typed on a list.
3. The instructor has the student read the words missed and teaches both the meaning and pronunciation of the words. If the student seems able to repeat the correct pronunciation and supply the meaning, possible progress is indicated.
4. The list is given perhaps two days later, and retention is again noted. If the majority of the words are retained, a favorable prognosis for remediation is indicated. Whenever checking retention, each word is checked both in isolation and in context.

Following initial diagnosis, an individual plan for improvement is tailored for each pupil, centered around his needs, interests, and vocational goals. The plan takes into account not only his general level of reading ability but also his specific sub-skill weaknesses. It might consist, for a pupil whose reading is severely retarded, of building a basic sight-vocabulary, followed by work on phonetic analysis, word structure, etc. For a student less-severely retarded, the plan might include improvement of comprehension and interpretation, rate-building, and dictionary and other reference skills. For a pupil reading at or above grade level who wishes to improve his skills further, the plan might include concentration upon rate and vocabulary building, reading

to get inferences, broadening of reading interests, etc. Once the plan is developed, the pupil begins his program of remedial or developmental activities under the close supervision of the instructor.

The pupil's progress is estimated frequently by informal observation and by formal testing. It is demonstrated to him by a continuing record kept in his individual folder. This record serves the double purpose of keeping the teacher informed and of acting as a motivating device for the pupil. The Reading Center teacher maintains continuing contact with the pupil's counselor and other teachers. If necessary, the initial program is redesigned to reflect changes dictated by progress, newly-developed interests, or changes in vocational goals.

OTHER SERVICES OF THE READING CENTER

1. The Reading Center teacher is available for consultation regarding the reading program of an individual or the reading improvement program for a group. The Reading Center teacher may suggest materials suited to the instructional and interest levels of the pupil, as well as those basic materials designed to build the needed skills.
2. To interest members of the faculty in the reading program and to keep them informed about it, the Reading Center teacher may plan school meetings by subject and grade levels, arrange for talks by experts in the field of reading, and promote school in-service programs in reading.
3. To stimulate pupil interest in reading, the Reading Center teacher makes books available and displays book jackets and colorful posters which depict reading themes.

4. Concerned with the reading improvement program of the entire school, the Reading Center teacher works toward the expansion of the reading program to include not only those pupils who are definitely disabled but also those pupils who wish to improve their reading abilities.
5. The Reading Center teacher works with the counselors in diagnosing possible reading difficulties of incoming pupils so that they may be most effectively guided in their program selection. Every pupil entering the Work Opportunity Center is screened for possible reading difficulties, by the reading teacher, as a part of the orientation process.

INSTRUCTIONAL TOPICS

A course in remedial or developmental reading does not necessarily require that every pupil enrolled cover every skill taught in the course. It is designed to teach skills unlearned in the past and to reinforce those which were not learned adequately. In order to determine upon which skills each pupil needs to concentrate, an initial program of diagnosis is extremely important. It is included here for that reason. After initial diagnosis, a pupil will be assigned to work in those areas in which his skills are deficient - which may be one, two, or all.

A. Diagnosis of reading difficulty.
   1. Administration of standardized survey tests.
   2. Administration of standardized analytic tests.
   3. Administration of teacher-made tests and informal observation.
   4. Evaluation of tests and appraisals.

B. Improvement of word recognition and analysis.
   1. Syllabication.
   2. Use of context clues.
   3. Word structure - prefixes, suffixes, roots.
   4. Word elements.
   5. Dictionary work.
   6. Phonetic analysis.
   7. Attention to techniques of spelling.
   8. Building basic sight vocabulary.

C. Improvement of comprehension and interpretation.
   1. Reading to get the main and supporting ideas.
   2. Reading to note details.

3. Reading to get inference.

4. Reading to note sequence.

5. Development of abilities to use various types of resource materials.

6. Experience in organization of information.

7. Experience in evaluating information for critical reaction.

8. Development of skills to facilitate successful reading in the various school subjects.

9. Development of visual concepts.

10. Development of concentration in reading.

D. Improvement of Reading Rate.

1. Establishment of left-to-right pattern and elimination of regressions.

2. Overcoming vocalization.

3. Development of phrase reading.

4. Understanding the concept of flexibility in reading rate.

E. Development of Attitudes and Interests.

1. Development of reading interests.

2. Broadening of reading interests.

3. Development of independence in reading.

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A basic psychological text describing the various types of mental and personality tests, their purposes, administration and interpretation.

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Harris, Albert, J., How to Increase Reading Ability. New York: David McKay Co., Inc., 750 Third Avenue, 10017. 1961.

A basic text discussing reading difficulties and their remediation.

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A definitive description of the way our language is constructed and how it functions.

Russell, David H., Children Learn to Read. Waltham, Mass.: Blaisdell Publishing Co., Inc., 725 Wyman Street, 02154. 1964.

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Smith, Henry P. and Dechant, Emerald V., Psychology in Teaching Reading. Englewood Cliffs, New Jersey: Prentice-Hall Inc. 1961.

Deals with the psychological aspects of reading: readiness, causes of retardation, etc.

Strang, Ruth, McCullough, Constance and Traxler, Arthur, E. The Improvement of Reading. New York: McGraw-Hill Book Co., 330 West 42nd Street, 10036. 1961.

This text deals mainly with reading and reading improvement at the upper-elementary and secondary levels.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

Case Study #1

General Information

Case 1 is a male who is seventeen years and six months old. He completed the eighth grade at sixteen and was expelled from school because of anti-social behavior. He has been a ward of the state since the age of five, as a result of long-standing parental neglect and abuse. He works as a part-time cleanup man at a local hotel, but he is eager to receive training so that he might secure a better job.

Results of Standardized Tests

This boy was tested with the Wechsler Adult Intelligence Scale in April of 1966 and received a full-scale score of 81. The score on the performance scale was considerably higher than the verbal. His medical record shows negative findings.

Diagnosis and Interpretation

When this boy entered the Reading Center in August of 1967 he was administered the diagnostic tests described in the introduction. He scored as follows:

Oral Paragraphs - 1.0

Gates Silent Reading
Speed - 3.0
Vocabulary - 2.8
Comprehension - 2.8

Peabody Picture Vocabulary Test

MA - 16-3
IQ - 98

It was apparent from the test scores that the boy was retarded approximately eight grades in reading. He was extremely slow in word perception. He had difficulty understanding and using function words and exhibited very poor auditory discrimination. He was unable to blend sounds, even though he actually knew the sounds.

Treatment

It was decided to begin treatment with the whole-word method of attack and to move into syllabication at a later date. The initial book employed was Follett's Reading for a Purpose. This book contains adult oriented material with a carefully controlled vocabulary, beginning at the primer level.

Instruction, for the first two months, was on a completely one-to-one basis. Daily sessions would vary in length from forty-five minutes to one hour. The teacher would present the vocabulary in isolation, and the boy would then read to gain an understanding of the words in context.

After a time, the student expressed an interest in passing the driver's test. He was provided with several cards containing test questions from the manual for Minnesota drivers and studied these each day under the direction of the teacher. In this way he increased his vocabulary and comprehension while preparing for the test he so much wanted to pass. He was able to work largely on his own, with the teacher acting mainly as a resource person.

Results

In approximately three months time this boy had added over four hundred words to his sight vocabulary and was able to read short selections on the fourth grade level of difficulty with ninety percent accuracy.

He is still working steadily on his reading skills. He appears serious and purposeful in his work and is quite proud of a notebook which he purchased, and in which he keeps his daily lessons.

Prognosis

This boy is making substantial progress, and he should be able to achieve functional literacy with additional instruction and application.

Case Study #2

General Information

Case 2 is a male who is seventeen years and eleven months old. He completed part of the eleventh grade in a Minneapolis school before dropping out in the spring of 1967. He has been in special classes in Minneapolis since the third grade. His parents were divorced when he was in grade two, and he moved eleven times between kindergarten and grade three. During this same period he attended four different schools. At the present time he lives with his mother who is on A.F.D.C. He works part-time as a janitor.

This boy was tested with the Stanford-Binet in 1960 and received an I.Q. of 79. He was tested with the Wechsler Intelligence Scale for Children in 1962 and received a full-scale score of 73. According to his records, there has been no more recent evaluation. His vision and hearing are reported as normal, and there is no record of any significant physical or emotional dysfunction.

Diagnosis and Interpretation

When he entered the Reading Center, this boy was administered our

standard battery of tests. He scored as follows:

Oral Paragraphs - 3.0

Gates Reading Survey
Speed - 2.7
Vocabulary - 2.7
Comprehension - 3.4

Peabody Picture Vocabulary
M.A. - 16-7
I.Q. - 95

This initial testing indicated that the boy was approximately eight grades retarded in reading ability. His sight vocabulary was low. He had difficulty in using the context to help him understand words he was unable to recognize in isolation. He knew the names of the letters in the alphabet but was unable to name correctly the short vowel sounds. His knowledge of syllabication was very weak. In his oral reading he tended to make many substitutions and omissions.

Treatment

When this boy first came to the Reading Center it was necessary to spend several days in gaining rapport with him. Instruction was begun by working with him on building sight vocabulary, syllabication, and the use of context clues. Materials employed were, Follett's Reading For A Purpose, Merritt's Building Reading Power and SRA Kit-2C. Instruction, for the first several weeks, was on a one-to-one basis for periods of approximately one hour per day. Initially, the total instruction time was spent in building a sight vocabulary and using context clues. Reading For A Purpose was used for this, following the same techniques described in case 1. After several weeks of tutorial instruction, the student was able to begin working in a semi-independent fashion with Building Reading Power, a programed approach to the use of the context, and the SRA materials. He was encouraged to use the magazines provided in the center and to use the pictures in advertisements, etc., to help him unlock the meanings of the words presented.

Results

This boy has responded rapidly and eagerly. It was demonstrated to him, at the end of the first week of instruction, that he had retained several new-words, and could read without help a selection employing this controlled vocabulary. He has advanced approximately one and a half grade levels in vocabulary and comprehension. His speed remains at the initial level.

Prognosis

We predict that this boy, with continued instruction, will rapidly achieve functional literacy.

Case Study #3

General Information

Case 3 is a female, seventeen years and six months old. She was withdrawn from a Minneapolis junior high school in October of 1966 due to poor attendance. She is the fourth of nine children, and her parents had separated by the time she entered grade one. She lives, at present, with a brother and is embittered toward her mother. She moved seven times between kindergarten and grade nine and attended six different schools. She has been characterized by her past teachers as having poor values and lacking inner controls.

Results of Standarized Tests

There is little record of psychological testing for this girl. She was administered the California Mental Maturity Scale in grade six and received a language score of 89 and a non-language score of 110. Her vision and hearing are reported as normal and her general health is good. On the Kuder Preference Record she scored at above the ninetieth percentile on "outdoor" occupations and significantly high on "computational" and "scientific."

Diagnosis and Interpretation

When she entered the Reading Center, our standard battery of tests was administered. She scored as follows:

Oral Paragraphs - 9.0

Gates Reading Survey
Speed - 11.4
Vocabulary - 7.7
Comprehension - 7.4

Peabody Picture Vocabulary Test

M.A. - 15-9
I.Q. - 92

It was apparent from these test results that this girl was approximately two years retarded in reading ability. She was judged to be primarily a developmental case. Her vocabulary and comprehension, while functional, were judged to be capable of improvement. From the discrepancy between her "speed" and the other scores, it was thought that perhaps she was reading too fast for adequate comprehension.

Treatment

Initial work was begun with the Merrill Building Reading Power kit. She was given intensive review in the use of context clues, structural analysis, and general comprehension skills. Following this, she spent several weeks working with the E.D.L. Controlled Reader. Emphasis here

was not upon speed, but upon the development of vocabulary and comprehension skills. At this time she was also encouraged to begin a program of recreational reading. Since it was evident that her usage skills were weak, she was given review instruction in these with a programmed text being used for instruction.

Results

This student showed significant improvement when, in slightly more than two months' time, she was re-tested with an alternate form of the Gates Reading Survey. On this re-test she scored as follows:

Speed - 11.7, Vocabulary - 9.6, Comprehension - 10.6

This re-test indicated an approximate increase of nearly two grade levels in reading ability. Consequently, she was transferred from the Reading Center into a technical training area.

Prognosis

The rapid increase in reading skill provided this girl with an emotional lift and sense of accomplishment which, it is hoped, will carry over to her other training areas and work career.

Case Study #4

General Information

Case 4 was an attractive, vivacious girl, eighteen years old. She was referred to the Work Opportunity Reading Center as a remedial reading case. A review of her cumulative record revealed normal findings in vision, hearing and health. Educationally, her record revealed a history of failure in most academic subjects and extremely poor adjustment to school. She was continually in difficulty with the classroom teacher, and her attendance reflected this conflict. She missed as many as 100 school days a year.

Results of Standardized Tests

A battery of standardized tests was administered which included the Peabody Picture Vocabulary Test, the Gates Silent Reading Survey, and the Oral Paragraphs. It is interesting to note that she scored at the fourth grade level on the oral paragraphs and about the third grade level on the Gates, but she ranked about the 80th percentile on the Peabody Picture Vocabulary Test. Previous intelligence test scores also indicated that she had superior ability. Here was a student with fine mental capabilities, yet retarded some eight years in reading.

Diagnosis and Interpretation

Further clinical work with her revealed that she was extremely threatened by reading. She would shake and tremble as she read orally to the clinician. Furthermore, she had a whole host of home problems that prevented her from achieving to the extent of her tested ability. In summary, she was a bright girl who could quickly and easily learn new words by any method, but sheer deprivation and personal problems produced a retardation of some eight years.

Treatment

Initially a simple whole word method of word attachment was used in which the word was presented, explained and pronounced. She had no difficulty in retaining new words both in long and short term retention. She soaked up words rapidly while being tutored on a one-to-one basis. Although the whole word method of word attack was stressed, she utilized context naturally to recognize unfamiliar words.

Results

With short-term, one-to-one tutoring she progressed about one grade level within three months.

Prognosis

She should be able to reach college level reading ability if she can overcome her fear of reading and solve some of her personal problems.